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ABSTRACT

The goals of this book are to provide a foundation for using the Cognitive Academic Language Learning Approach (CALLA), a list of practical guidelines for designing a CALLA program, and suggestions for implementing CALLA in major subject areas of the curriculum. Four conditions for improving the education of language minority students are identified: (1) an institutional environment with high expectations for language minority students; (2) an instructional approach that integrates academic language development with content area instruction and learning strategies; (3) continuing staff development that provides teachers with the expertise and support needed to advance the academic development and success of language minority students; and (4) an assessment approach that enables teachers to plan instruction effectively. Evaluation of the CALLA program over a 3-year period demonstrates that this approach represents one of several possible powerful techniques for increasing the achievement of limited English proficient students. Part 1 of this handbook introduces CALLA, part 2 discusses the establishment of such a program, and Part 3 covers implementation of the program in the classroom. (CK)

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